Project Based Assessments for Keystones

**INFORMATION GAINED/NOW KNOWN:**

-Starting in 2017, students must pass Keystone Tests for graduation (this year's 9th graders)

-PBAs are used for students who fail the Keystones two times. After two failures, students will then move to project. Current 9-12 students (now) are not held to this standard for graduation.

-ALL PROJECTS ARE ELECTRONIC AND MUST BE SUBMITTED ELECTRONICALLY TO THE STATE. SOME THINGS MAY NEED TO BE UPLOADED.

-One project per module-students will get assigned the module of which they failed. It could be one module or both.

-IEPs Trump All: every student must take a Keystone exam at least once. It is the determination of the IEP team when to move to project. Example, after one failure, it could mean an IEP student moves directly to project.

-Projects will have a due date "target date" for review to the tutor and submission electronically to the state. Submissions will likely be January and mid-May to meet all types of graduation dates and times.

-Projects must be done under supervisory conditions (just like a test); students will not be allowed to work on PBAs at home. It must be done in the presence of a Tutor (who is and must be certified in that content area). There can also be an assistant such as a paraprofessional / IA.

\*Tutor and assistant cannot help students in any way to complete an activity/project. However, teachers can help students review and upload something for submission.

-A project (per module) should take about 5-7 hours to complete...could be more if slow learner.

-There will be projects for each module in all content areas tested.

**HOW WILL PROJECTS BE GRADED?**

-AS projects get submitted, PDE and PaTTAN are looking for Teachers, Administrators, and Curriculum Specialists to serve on a panel to evaluate the projects and put the Pass/Fail on a project. WHAT WILL THAT LEAD TO?

-The amount of projects, time needed, and stipend is TBD at this point.

**WHAT WE WERE TOLD:**

-Each module project will assess the Assessment Anchors and Eligible Content with in that module only.

-PBAs are module specific and should be tied to as many AA/EC as it is reasonable to create a cohesive project.

-One Project may and will include multiple tasks. Projects should reflect DOK Levels 2 and 3 (Levels of the Keystone Exams)...however, Keystones are created by an outside company...college entrance level.

-There needs to be resource links embedded within the project for students to access and look at in order to learn more about the content/tasks to attempt and complete a given section. This is usually a web address to be clicked on, or a hover-over for vocabulary.

**STRATEGIES TO UTILIZE FOR PBAs:**

-G.R.A.S.P.S: Goal, Role, Audience, Situation, Product/Performance and Purpose, and Standards and Criteria for Success.

-The Six A's of Project Based Learning Checklist (Adapted from Steinberg's Six A's of Successful Projects; Steinberg, 1998)

\*Side note from share out session: One thing to keep in mind is that the projects must be AUTHENTIC. However, the project "must" be something that will hook the student into choosing and committing to that project. HOWEVER...to meet this requirement, authenticity may need to get "thrown out the window" to make a more creative scenario and project.

\* Example a possible role is a cartoon character...some one's idea was to be a fish explaining Principles of Biology to a human to help the fish survive better in different environments it may see.

Handout: Possible Student Roles and Audiences

Handout: Possible Products and Performances

\*From "Designing Performance Assessment Tasks and Projects" Jay McTighe, 2010

\*\*Projects must be scenario based with a back story for which a project can be tailored to and referenced back to for the different activities and portions.